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ABSTRACT

This guide focuses on the application of peer tutoring as a strategy for remediation of basic skills in secondary vocational settings. Additional benefits of using a joint vocational-academic approach are highlighted. The guide is part of BASICS, a package of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. The guide addresses the phases of program planning, program development, and program evaluation as the organizational themes. Each phase is discussed in terms of its operational components. Program planning is concerned with the tasks relevant to preparation of a program plan or proposal: needs assessment and program objectives, administration and coordination, materials, facilities and equipment, budget, and resource needs. Program development addresses the tasks involved in initiating the operation of each component: orientation, faculty in-service training, tutor recruitment and selection, tutor training, tutee intake, matching, and assignment. Program evaluation incorporates several types of evaluative techniques effective in assessing peer tutoring program. The tasks addressed are identifying the information and evaluation instruments needed, collecting and analyzing the data, reporting the results, and modifying the program. Appendixes contain samples of commonly needed forms and a series of helpful tips for tutors. (YLB)

Basics
Bridging Vocational and Academic Skills

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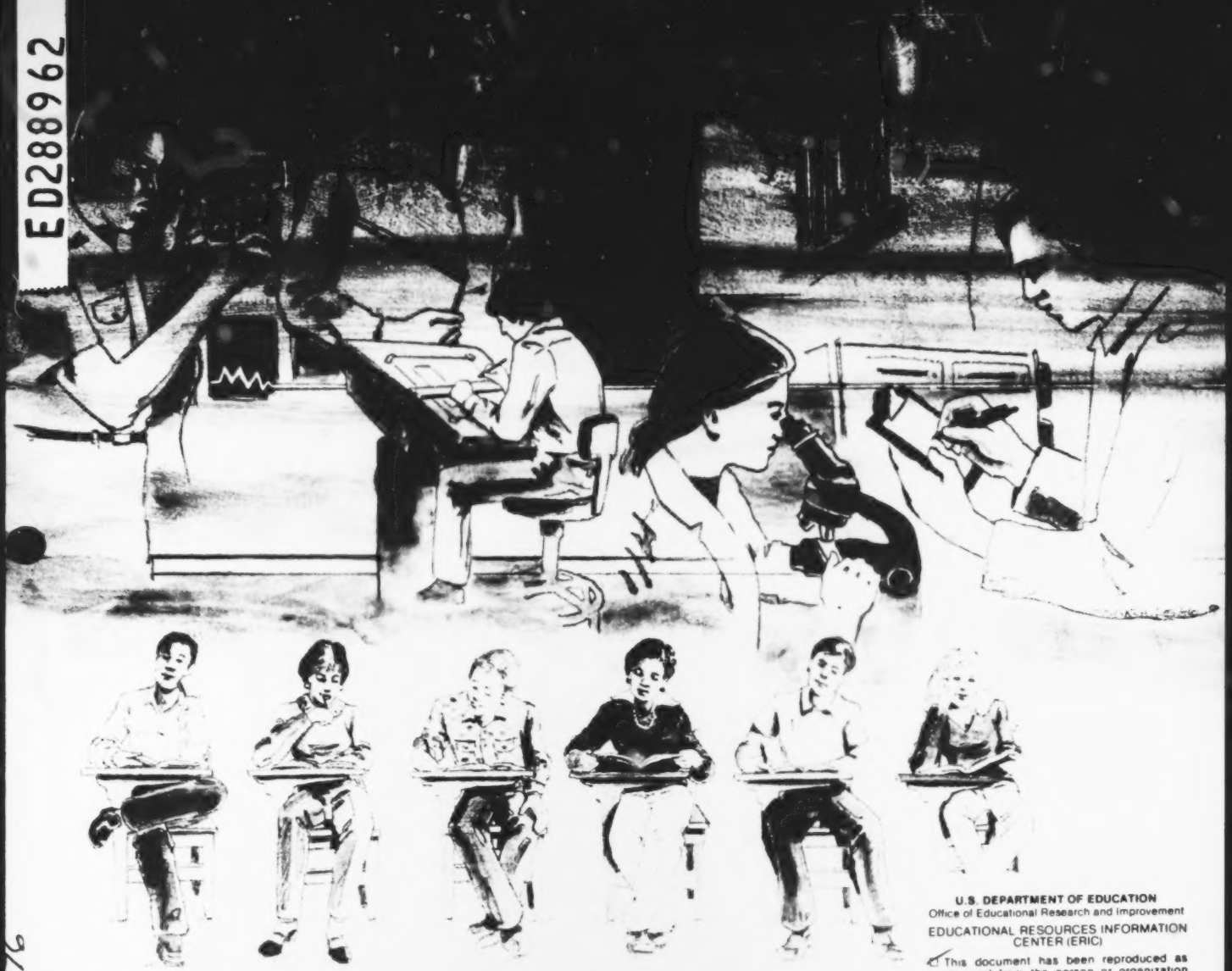

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Strengthening basic skills by using . . .

TECHNIQUE FOR REMEDIATION: PEER TUTORING

A Targeted Teaching Technique

Adapted by

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FOREWORD

Converging factors point to a need to look for new pathways to vocational education excellence: the public's increased expectations regarding academic outcomes of education, heightened by a number of national reports; increased graduation requirements and declining vocational enrollments in many states; the emphasis in the Perkins Act on the need for strengthening academic foundations; and business and industry requests that entry-level employees have a more thorough knowledge of the basic academics they will need to apply in their vocational fields. Those concerned agree that students need to have stronger basic academic skills as they leave secondary education programs—stronger academic skills for graduation, for work, and for life.

The National Center has sponsored diverse efforts dealing with basic skills in vocational education from research to development to dissemination. Much has been learned about vocational students' basic skills learning problems. In order to make connections between research and practice, The National Center has, through synthesis and development, prepared an integrated package for teacher use, reinforcing this information with practical applications gleaned from teachers' repertoires across the nation. The products in the package are aimed toward enabling vocational and academic teachers to strengthen the academic component of vocational programs through joint effort.

The BASICS package provides resources in five focus areas: research findings, teaching techniques, instructional materials, instructional strategies, and support roles. The resources are organized in three looseleaf guidebooks for flexible use, and an accompanying videotape provides an orientation to the topic and to the package.

The Bridger's Guide orients administrators, counselors, teachers, employers, and families to the purpose and application of *BASICS*; individual roles are explained, resources identified, and implementation guidelines and strategies outlined in workshop format. Individual components to the guide are as follows:

- *Implementation Guide* describes the philosophy of BASICS and provides guidelines for implementing the program.
- *Support Roles for Basic Skills* describes the role of administrators and counselors in a program for improving basic skills.
- *Primer of Exemplary Strategies* provides teachers with examples of other teachers' successful efforts and diverse approaches.
- *Roadsigns from Research* (posters and brochures) highlights key research findings of interest to teachers in strengthening basic skills.

Targeted Teaching Techniques provides vocational and academic teachers with assessment, planning, and management tools to improve students' basic skills. Individual components are as follows:

- *Technique for Management: Time for Learning* lays foundations for more effective basic skills instruction through a study of the use of class time.

- *Technique for Remediation: Peer Tutoring* discusses the planning, implementation, and evaluation of peer tutoring programs to strengthen students' basic skills.

- *Technique for Computer Use: Software Evaluation* describes a procedure for joint evaluation of educational software for basic skills instruction.

- *Technique for Individualization: The Academic Development Plan* guides school staff through a systematic identification of individual student needs and steps to meet those needs.

- *Techniques for Joint Effort: The Vocational-Academic Approach* describes teaching techniques that vocational and academic teachers can use jointly to improve students' basic skills.

Developing an Instructional Program provides teachers with practical and theoretical information on development or selection of appropriate applied basic skills instructional materials. Individual components are as follows:

- *Instructional Materials Development* discusses the prerequisites of materials development, alternative curriculum types, and guidelines for materials development and review.

- *Supplemental Instructional Resources* identifies sources of basic skills instructional materials available for use with vocational students.

- *Instructional Assistance in Specific Basic Skills* prepares vocational teachers to help students gain reading, writing, oral communications, and math skills.

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Chester K. Hansen
Acting Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

Federal legislation has charged vocational educators with the task of delivering programs designed to meet the increasingly diversified needs of vocational students. Peer tutoring is a specialized teaching strategy that has been proven effective in a variety of vocational and academic settings. Because of its adaptability to individual learning needs, peer tutoring can be easily incorporated into the vocational classroom. It can be implemented without the high costs usually associated with hiring and training additional staff. Peer tutoring typically results in a number of benefits to students, staff, and administration.

The literature base describes peer tutoring as an age-old strategy that lost its popularity when the one-room school house ceased to exist. In the 1960s, peer tutoring was revived, primarily as a remedial tool. Current data suggest it is effective in aiding special needs learners to achieve educational objectives.

In preparing the publication from which this BASICS guide is derived, current generic peer tutoring principles and practices were examined. The abstracted information was developed into guidelines for application to secondary and postsecondary vocational settings. In order to document actual peer tutoring experiences and techniques, various program models were surveyed through site visits.

From that 1986 work of The National Center, *Peer Tutoring: A Guide to Program Design* (Ashley, Zahniser, Jones, and Inks), information relevant to secondary settings has been drawn for this guide. The application of peer tutoring as a strategy for remediation of basic skills is the major focus. Additional benefits of using a joint vocational-academic approach to the program are highlighted.

This guide addresses the phases of program planning, program development, and program evaluation as the organizational themes for the implementation guide. Each phase is discussed in terms of its operational components.

Program planning is concerned with the tasks relevant to preparation of a program plan or proposal. The major planning tasks focus on needs assessment and program objectives, administration and coordination, materials, facilities and equipment, budget, and resource needs.

Program development addresses the tasks involved in initiating the operation of each component. These include orientation, faculty inservice training, tutor recruitment and selection, tutor training, tutee intake, matching, and assignment.

Program evaluation incorporates several types of evaluative techniques that are effective in assessing peer tutoring programs. The tasks addressed are identifying the information and evaluation instruments needed, collecting and analyzing the data, reporting the results, and modifying the program.

Samples of commonly needed forms are included in an appendix. A second appendix contains a series of helpful tips for tutors.

Introduction

Research Finding: Students tutoring other students can lead to improved academic achievement for both student and tutor, and to positive attitudes toward coursework.

Comment: Tutoring programs consistently raise the achievement of both the student receiving instruction and those providing it. Peer tutoring, when used as a supplement to regular classroom teaching, helps slow and underachieving students master their lessons and succeed in school. Preparing and giving the lessons also benefits the tutors themselves because they learn more about the material they are teaching.

What Works: Research about Teaching and Learning, U.S. Department of Education, 1986

The educational benefits of peer tutoring are many. In this time of declining resources and increasing emphasis on basic academic skills, educators are seeking ways to make their teaching more effective. Of particular concern to vocational educators are learners with remediation needs that hamper their success in vocational programs. Peer tutoring is a cost-effective, easily implemented, proven strategy. If properly planned, implemented, and evaluated, peer tutoring can be a valuable support program for all vocational students.

Definition

Peer tutoring is an instructional technique used successfully with students at all levels to achieve academic and social development goals. Collaborative learning through peer tutoring can be beneficial for both disabled and normal students. Benefits for the tutee include increased individualized attention, closeness to the instructor, and improved learning efficiency (Pierce 1983). Positive gains have been shown in academic achievement, social integration, and cognitive skill development with various types of tutoring, including peer, cross-age, normal-handicapped, and handicapped-normal, in which handicapped learners serve as tutors for normal learners (Asselin and Vasa 1983; Holder and Lister 1982; Osguthorpe 1984; Ford and Russell 1983).

Benefits

Initially, tutoring programs were developed to help the tutees improve their academic progress; however, research shows that the tutors also gain in their understanding (Cloward 1967; Morgan and Toy 1970).

Teachers who use peer tutoring also benefit in several ways. First, their teaching load is reduced somewhat, allowing more time to help other students. Teachers also find that both tutors' and tutees' attitudes toward the class and school in general improve through peer tutoring. Class troublemakers often

exhibit increased maturity and respect toward others (including the teacher) when given the responsibility of instructing other students.

Peer tutors are usually able to identify with the tutees. Tutees often feel less threatened by peer tutors than by older tutors and feel they can be more open with them. Tutees usually feel that peer tutors present the material in a more interesting way than do others. Not only do tutees receive individualized instruction, they also discover their own strengths and boost their self-confidence as they learn. They are exposed to positive role models and interact with and learn from other students (their tutors) who have overcome similar problems. Tutors also develop self-confidence, self-esteem, and teaching skills. In addition, they may receive financial assistance or credit in school for their efforts (Reed 1974), especially in a large, formalized program.

Many tutoring programs were initially geared toward helping students with academic problems (Jason, Erone, and Soucy 1979). In recent years, tutoring has gained popularity as a strategy for instructing special needs students in vocational programs because it is conducive to the development of motor, craft, and language development skills (Asselin and Vasa 1981). When tutors, special education teachers, and vocational teachers cooperate, tutoring programs can be effective in easing the integration of mildly handicapped students into vocational classes.

Relationships between ethnic groups may be improved through the use of peer tutoring. As Dixon (1975) notes, "There are . . . factors which make peer tutoring particularly appropriate in bilingual/bicultural classrooms" (p. 2). For example, cultural values of Mexican-American children are such that they perform best when placed in educational settings in which they are able to relate directly either to the teacher or other students. Dixon further states that "what we currently know about (Mexican-American children's) cognitive style makes a strong case for the use of peer teaching activities as a regular rather than incidental part of the curriculum" (p. 4). In sum, if peer tutoring techniques in the bilingual/bicultural classroom reflect the cultural values of the children involved, learning can be enhanced.

Effective tutoring programs include attention to tutor training (Jenkins and Jenkins 1982). Research has shown that trained tutors perform more effectively than untrained tutors, with their tutees making significantly greater gains than tutees of untrained tutors (Harrison and Cohen 1969; Niedermeyer 1977; Gladstone and Sherman 1975; Harrison 1978).

A Joint Vocational-Academic Approach

Vocational and academic teachers working together to develop and implement a peer tutoring program are in a particularly good position to provide for students' remediation needs. The potential is especially great because each teacher brings the perspective of a different teaching context. As they work toward strengthening students' basic skills, their sharing opens the door for increased integration and coordination to maximize the quality of the time spent in tutoring. Through joint assessment of students' performance, they can identify specific deficiencies of an academic and/or vocational nature.

Vocational teachers are likely to be alert to how academic concepts can be reinforced by connection with real world examples and practice problems. They can suggest applications of basic concepts from their specific vocational area. If a suitable tutor is available from the same vocational program, the vocational teacher might be in the best position to monitor the tutoring. If the tutor is selected from a different vocational program or an academic program, the vocational teacher can be helpful by assisting the tutor in the application of the academic concepts in the vocational situation.

Academic teachers are geared for identification of students' failure to understand academic concepts. They can point out when recognition of generalizable principles might simplify and reinforce students' learning. If a vocational student is found to be falling behind because of an academic basic skills deficiency, the academic teacher can plan the remediation efficiently by identifying the academic concepts to be covered and instructional materials to be used. Further, the academic teacher might have a greater awareness of students

with a solid understanding of that subject matter who could be recommended as tutors.

The joint approach can provide both the vocational and the academic underpinnings for successful remediation for vocational students. Whenever possible, this approach should be encouraged.

Both vocational and academic teachers can offer much and profit much from the cross-fertilization that occurs through their joint use of a peer tutoring program. As they discuss ways to use peer tutoring more effectively, they are likely to move toward greater vocational-academic integration for all students. Learning gains in both vocational and academic courses should result from a greater integration and coordination of those courses.

What Follows

A compilation follows of guidelines, suggestions, and examples for planning and developing a peer tutoring program. Each section is introduced by a checklist of the steps discussed in that section. Sample forms and helpful tips for tutors are in the appendices.

Throughout the guide, the student who is teaching another is referred to as the tutor and the student who is being taught is called the tutee. While the latter term may seem somewhat awkward at first, it serves well as a clear one-word referent.

A broad spectrum exists from informal classroom programs to formal learning center coordinated programs. Ideas about the entire range for programs are presented, but the local situation will dictate the most suitable program. Selections from the following material should be made on that basis.

Plan the Program

Plan the Program Checklist

- ☐ Recognize the need
- ☐ Establish a planning group
  - ☐ Obtain sanction of administration
  - ☐ Appoint group members or ask for volunteers
  - ☐ Schedule planning activities
- ☐ Assess student needs
  - ☐ Survey faculty, counselors, and students
  - ☐ Obtain data from files and records
  - ☐ Hold discussions with aides and paraprofessionals
  - ☐ Establish focus of assessment
  - ☐ Review the evidence
- ☐ Develop program goals and objectives
- ☐ Determine facilities, materials, and equipment needs
  - ☐ Establish tutoring spaces needed: number, size, type, and schedule
  - ☐ Consult specialists about materials and equipment required for individual needs
  - ☐ Provide for program-related (nontutoring) facilities, materials, and equipment
  - ☐ Compile a budget for projected needs
- ☐ Determine personnel requirements
  - ☐ Establish whether a coordinator is needed
  - ☐ Develop a tentative job description if a coordinator is to be selected
  - ☐ Estimate the number of tutors and support staff needed
- ☐ Draft a plan and circulate it for review
  - ☐ Write up the plan
  - ☐ Develop a review procedure
  - ☐ Revise the plan as appropriate
- ☐ Present the program plans to administration

The effectiveness and utility of a peer tutoring program depend upon good planning. Planning may result in a written proposal or plan describing how a program will be developed once approvals and funding are provided.

Recognize The Need

The initial impetus for planning usually grows out of a recognition that a segment of the student population is failing to meet minimum school requirements or expectations. One or more individuals may need to act to (1) bring attention to students' problems or deficiencies, (2) suggest tutoring assistance as a solution, and (3) secure administrative support for an exploration of the feasibility of a peer tutoring program. The initiator may be an administrator, counselor, teacher, educational specialist, student, or parent, as illustrated by the following two examples:

- In Mesa, Arizona, students, parents, and teachers were instrumental in initiating a peer tutoring program at Mountain View High School.
- School administrators and teachers at Maryvale High School in the Phoenix, Arizona, area began planning a program as a means of combatting high dropout rates and low reading levels among the students.

Adequate time, staff, and financial support will ensure the development of complete and well-thought-out plans. Planning time will vary depending upon the size of the intended program.

Planning should involve representation from the administration, faculty, staff, and student body at appropriate times. It is important that initial approval be obtained from administrative or supervisory personnel. As planning progresses, ideas that depend on the cooperation of school personnel or students should be submitted to them for their review, acceptance, and support.

Financial support may be needed during the planning phase to purchase resource and program materials for review or to conduct literature searches. Clerical assistance may be needed to prepare drafts of plans, type minutes of planning meetings, and prepare memos and letters to administrative or parent groups.

The several tasks involved in preparing a plan for a program are discussed in the following sections.

Establish a Planning Group

For productive planning to follow from initial interest, an official planning group should be designated. The members may be appointed or volunteer. They should operate with the sanction of the local administration, although official approval for a program will probably not be given until a full plan has been developed and submitted.

Planning activities should be scheduled so a plan can be approved in time for program development and start-up to occur at the beginning of a quarter or semester. A planning group will compile information, collect suggestions and opinions from students and faculty, and investigate alternative ideas. The planners will also prepare written descriptions of program components and develop budget estimates. In carrying out these activities, they must be sensitive to the political environment of the institution and follow established protocol in communications with others. They will need the proper authority to carry out their responsibility and should be recognized as the official planning group through memos and announcements. Above all, adequate time should be allowed or provided (released time) so that the planners can give real attention to the planning function.

Assess Student Needs

The first task of a planning group is to determine the nature and extent of student needs that might be served by a peer tutoring program. A needs assessment is an information-gathering process that provides evidence of the true need and its causes. The results of the assessment are used to determine if a perceived problem exists and what solutions might be appropriate.

Information-gathering activities may include surveys of or discussions with faculty, counselors, and students; reviews of files and records; and discussions with special aides

and paraprofessionals in the schools. Types of information that can be collected and reviewed are retention/dropout data, course failure rates, standardized test scores, grade point averages, and course completion and placement rates. An assessment might focus on basic skills or on a known specific problem, such as poor math performance or declining participation or placement rates in a vocational course requiring math or science skills. For example, the Chicago City School's peer tutoring programs were implemented to serve schools having high student dropout and low attendance rates.

An alternative approach in assessing needs is to focus on special student groups that need a specific type of academic or vocational assistance, such as language or cultural adjustment tutoring for recent immigrants. Other groups that might be targeted are the following:

- Academically disadvantaged
- Economically disadvantaged
- Limited English-proficient
- Learning disabled
- Handicapped

The assessment may be targeted on specific courses in which students have high rates of failure or low passing grades. Students having difficulty with such courses would be a target group for specific assessment and testing.

In summary, a needs assessment should provide information and data that will allow the planning group to answer questions such as the following:

- What educational problems exist?
- Which students are experiencing problems?
- What are the symptoms and causes of the problem?
- When and where are the problems most severe?
- What changes might alleviate the problem and its causes?

After data are gathered, a careful review should be conducted to determine if a tutoring program is a viable solution to the problems identified. If the planning group, in concert with administrative personnel, is convinced that the evidence supports the need for a tutoring program, then the next planning task should be undertaken. If evidence is insufficient to make a decision, the needs assessment process should be reviewed and expanded. If the evidence does not favor a peer tutoring program as a solution, further planning activities might be postponed, terminated, or redirected toward other solutions.

Develop Program Goals and Objectives

The goals of a tutoring program should be consistent with and supportive of the general educational and social goals of the school and should reflect the results of the student needs assessment. Examples of program goals are to increase student knowledge and skill in specific content areas such as math, reading, science, or vocational subjects, in order to enhance self-image and motivation, and to improve student study skills.

The specific objectives developed for the program should place time and quantity limits on the expected outcomes. Objectives should be limited to specific target groups and content areas. They should be specifically stated so that accomplishments can be evaluated against measurable expectations. When goals and objectives are being developed, the involvement of students, faculty, administration, and staff should be sought to ensure their future acceptance and support of the program.

Determine Facilities, Materials, and Equipment Needs

After program goals and objectives have been determined, the planning group should focus on the physical resources needed to implement a program. Adequate and attractive facilities will encourage student use. They should be spacious enough for the number of students to be served and to store and use special equipment such as tape recorders, record players, televisions, slide projectors, and other educational equipment. The library, cafeteria, classrooms, or other available space, including quiet hall spaces or lounge areas, should be considered when planning for tutoring facilities. The subject matter will often

dictate the location if special materials, laboratory resources, or shop equipment will be needed during the tutoring session. The needs assessment and program objectives should give some indication of how many tutoring spaces might be needed, in what subject areas, and at what times of the day.

Another consideration is the need for special equipment that may have limited availability. Special curriculum and instructional materials may be required to provide individualized tutoring assistance, especially if the program is targeted for special needs students. The planning group should consult content experts and special staff who know the particular needs of special students. Specialists will be able to help determine the need for materials and equipment and where they may be purchased or borrowed. Plans for facilities, equipment, and materials should be reflected in terms of projected expenses for both short-term and long-term funding periods.

In addition to the need for facilities, materials, and equipment to provide tutoring services, there will be needs related to orientation sessions, tutor training, faculty inservice training, program administration, and evaluation, as discussed in the following sections of this publication. Each program component should be planned and analyzed to determine needs and costs. The calculations for all projected needs will constitute the estimated totals for a final budget.

Determine Personnel Requirements

Planning for personnel to develop, coordinate, and supervise the program must be done with consideration to the overall program design. If the tutoring program is to be schoolwide, a coordinator will be needed to carry out developmental and operational duties. Most schoolwide programs use a full-time, on-site coordinator or director. In general, faculty members should not be overloaded with program operation and coordination responsibilities. Their proper role is to use the time gained through tutor assistance to provide more individualized assistance to students. Faculty should be involved in the process of recruiting and selecting a coordinator.

The role of the coordinator is central to the success of a program. That person should be knowledgeable about the teaching/learning process, learning difficulties, and tutoring strategies and techniques, and should be sensitive to tutor and tutee needs.

Some characteristics that a selection committee might desire in a coordinator are the following:

- Special or developmental education background
- Good oral and written communication skills
- Leadership and management skills
- Previous teaching or tutoring experience
- Previous program development experience

The planning group should develop a tentative job description for the coordinator position and establish a schedule for recruitment and hiring. A coordinator should be hired and assigned as early as possible following program approval. A coordinator might be responsible for the following tasks and activities.

- Develop program policies
- Develop program services
- Hire personnel or tutors
- Purchase and order supplies
- Develop instructional materials
- Plan facilities
- Manage budget and payroll
- Provide orientation and inservice training
- Develop forms
- Prepare monthly/quarterly reports
- Establish and maintain student files
- Evaluate the program
- Provide information to the public
- Coordinate faculty participation

This list is not exhaustive, but it reflects the range of daily and weekly administrative tasks for a tutoring program offered on a schoolwide basis.

The planning group should estimate the number of tutors and support personnel needed to operate the program based on the projected number of students to be served. Limitations should be set on the number of students a tutor can serve and total number of hours each tutor can spend tutoring. The type of tutoring service (individual or group), subject matter, and length of tutoring sessions will all affect the number of tutors needed. If tutors are to be

paid, cost estimates should be determined and projected in the program budget.

The need for and availability of special aides, professional staff, and clerical staff should be reviewed. Again, cost estimates should be developed based on estimated program size.

Draft a Plan and Circulate It for Review

The final written plans for the program should be circulated among those who will be involved. Several points to consider and clarify before publicly releasing a draft of the plan are as follows:

- Is a preliminary administrative review advisable prior to release?
- Are there sections of the plan that should not be released (for example, the budget)?
- Should some sections be reviewed by selected individuals instead of a general audience?
- Who should receive the plan, and what instructions and deadlines should be given for the review?

After these questions have been answered, it is advisable to develop a systematic set of review procedures, instructions, and response forms. This will make revisions easier and will ensure that all responses are considered. Revisions should be made as appropriate. A formal response to the reviewers' comments should be prepared to explain the changes.

Present the Program Plans to Administration

The planning group should present the plans and resource requests to the administrative person or group that will approve and fund the program. During the meeting, the planners should address the following topics:

- The problem and the need for the program
- Students to be served
- Benefits to be gained
- Savings to be accrued
- Financial and other resources required

The presentation should sell the concept of a peer tutoring program and should clarify and emphasize both benefits and costs. The planners should be prepared with supporting data on student needs, such as local letters of support and research literature citations supporting the effectiveness of peer tutoring. Possible support from outside resources should be explained, and approvals to seek funding should be requested.

Adequate copies of all materials should be duplicated and left with the administrator(s) for review. A planner designated as the key contact person can answer any questions and provide other information.

Develop the Program

Develop the Program Checklist

- ☐ Provide program orientation
  - ☐ Provide faculty/staff orientation
  - ☐ Provide student orientation
  - ☐ Provide parent orientation
- ☐ Provide faculty inservice training for the teacher's role within a classroom tutoring model or within a tutoring center program model
  - ☐ Establish guidelines for recommending tutors
  - ☐ Establish guidelines for referring students to the tutoring program
  - ☐ Recommend procedures for monitoring and assessing the tutoring
  - ☐ Provide all forms applicable to the teacher's role in the process
- ☐ Recruit and select tutors
  - ☐ Determine the numbers of tutors needed in various subject areas
  - ☐ Develop a recruitment campaign and materials
  - ☐ Develop selection criteria and procedures
  - ☐ Develop forms
  - ☐ Interview tutors
  - ☐ Select tutors
- ☐ Train tutors
  - ☐ Define the role and limitations of the tutor
  - ☐ Prepare tutors to use specific tutoring methods
  - ☐ Incorporate practice exercises
  - ☐ Prepare tutors to work with special needs students
- ☐ Develop the tutee intake process
  - ☐ Identify the target population
  - ☐ Develop selection criteria
  - ☐ Develop forms
  - ☐ Screen and interview applicants

- ☐ Match and assign students
  - ☐ Consider important factors in matching students
  - ☐ Introduce tutor and tutee
  - ☐ Assign time and place of tutoring
- ☐ Perform regular tasks
  - ☐ Monitor tutoring sessions
  - ☐ Supervise tutors
  - ☐ Meet with teachers
  - ☐ Review logs
  - ☐ Check time sheets
  - ☐ Monitor upkeep of facilities and equipment
  - ☐ Communicate program information
  - ☐ Communicate program progress to the school community
  - ☐ Prepare reports
  - ☐ Implement public relations plan
  - ☐ Evaluate the program
  - ☐ Develop program policies
  - ☐ Provide accessibility to tutoring site
  - ☐ Inventory and maintain program equipment
  - ☐ Communicate with parents

Following approval of the program plans, activities should focus on developing and implementing the major components of the program: an orientation program for students, faculty, and staff; an inservice training component for faculty and staff; tutor recruitment and selection procedures; a training program for potential peer tutors; procedures for student intake and referral; guidelines for matching and assigning tutor-tutee pairs; and coordination of routine tasks.

Provide Program Orientation

One or more orientation sessions are used to disseminate timely and accurate information to the total school community and generate interest in the tutoring program. Orientation sessions are designed to convey the philosophy, purpose, and operation of the peer tutoring program. Sessions should highlight the who, how, why, where, and when elements of the program. An effective orientation program can be an hour or less, but time will depend upon group size, responsiveness, and schedule constraints.

Orientation should be arranged in time to be included on the school's master agenda. Advertising the orientation program may include preparing, distributing, and placing fliers and posters; advertising through newspapers or newsletters; and making general announcements via the school public information system.

Faculty/Staff Orientation

Faculty orientation should be held prior to student and parent orientation. Students and parents may have many questions about the program and will expect teachers to have answers. Members of the faculty should be prepared to provide answers and serve as advocates for the program. Faculty members should be allowed time to participate in both formal and informal dialogue. The program

coordinator can meet with faculty at regular faculty/staff meetings or departmental meetings to conduct orientation briefings.

A less structured, though more time-consuming, method involves talking informally with faculty members on an individual or small-group basis. Orientation sessions to demonstrate the program's potential to help faculty members overcome student learning problems should lead to faculty support and participation in the peer tutoring program.

Faculty orientations typically cover the following:

- Philosophy and goals of the peer tutoring program
- Benefits to be derived by faculty
- Methods of operation
- Role of the faculty member
- Handouts with answers to parents' questions
- Copies of forms or logs that faculty members will be responsible for preparing and submitting
- A timetable with projected dates for scheduled program events (e.g., the date tutoring begins, recruitment, inservice days, tutor training)
- How to contact the coordinator for conferences

Orientation should stress the importance of faculty involvement and cooperation and that the peer tutoring program will not replace the teacher's role in the instructional process.

Student Orientation

It is important to schedule student orientation soon after classes begin. Entry-level vocational students from feeder schools sometimes have difficulty adjusting to the vocational setting. Early orientation to the peer tutoring program can decrease these initial problems by offering planned support from the beginning. If a school has planned to offer credit to students who serve as tutors, it may be necessary to hold an orientation session prior to the actual class registration period. To reach the total student body, orientation can be held in an assembly or by talking with individual or combined classes. Students should be given pamphlets, fliers, schedules, and any information that will promote a positive attitude toward the program. A typical orientation session for students will cover the following:

- Goals of the peer tutoring program
- The concept that it is all right to ask for help
- The concept that the program is designed to help strengthen students' academic abilities (rather than reduce disabilities)
- Sample schedules showing the time involved
- A filmstrip or slides showing an actual tutoring event
- A list of benefits to the tutee and tutor
- Incentives designed to create interest among potential tutors (e.g., paying tutors, if funds are available, or rewarding tutors with academic credit)
- Sample forms that must be completed by students who participate in the program

Parent Orientation

Parents need to be informed about the peer tutoring program before any tutoring actually begins. Large numbers of parents can usually be addressed at parent group meetings. If these are not well attended, a letter or memo can be sent to parents detailing the information. Parent orientation information typically includes the following:

- The philosophy and goals of peer tutoring
- Criteria for selecting tutors
- Criteria for selecting tutees
- How the program will operate (hours involved—after school, before school, sessions held in class, out of class)
- Who will supervise tutoring sessions
- Dates for program-related activities
- Sample forms that parents may need to sign and return (permission to tutor, permission to receive tutoring)

In all parent correspondence, be sure to include the name and phone number of a person to contact with questions.

Provide Faculty Inservice Training

The purpose of inservice training is to prepare faculty members for their program role(s). Inservice training is typically scheduled for flexible delivery in 2- to 3-hour time blocks to meet the needs and time commitments of the faculty. Some schools schedule small-group sessions on a regular basis. Others conduct large-group sessions intermittently through the academic year. Training will be more effective when scheduled far enough in advance to pursue any requested follow-up after the initial session. Where institutional policy allows, released time for participating faculty can be requested. School systems that have prescheduled inservice days may allow faculty to attend the peer tutoring inservice in lieu of a regular program. Memos or letters detailing the time, date, and agenda should be sent to faculty in addition to notices posted in faculty lounges and offices.

Whereas the orientation program is broad in scope and addresses the total school community, an inservice training session should focus on the needs of faculty and support staff who will participate in the peer tutoring program. Counselors, secretaries, receptionists, and clerks are often the first line of contact for students. During inservice training, materials should be provided to them. If staff are knowledgeable about the program, they can encourage student participation.

To use time effectively, present only necessary and valuable information during inservice sessions. A well-organized agenda is important in preparing the participants to help get the program off to a successful start. Teachers will be seeking strategies that work with the target population and information about what their roles should be in the program. Teachers' roles will vary depending upon the program delivery model. Teachers participating in a program with in-class tutoring typically assume more varied and broader responsibilities than do teachers where tutoring is done in a central location (tutoring center, resource center, learning assistance center).

The Teacher's Role within a Classroom Tutoring Model

The responsibilities of teachers participating in classroom peer tutoring models are diverse and vary among programs, depending on such variables as the number of program staff and program coordinators. The responsibilities may include identifying and referring prospective tutees, identifying special needs students, recommending potential tutors, and monitoring and assessing tutoring sessions.

The inservice training program should provide teachers with guidelines for identifying students who can benefit from tutoring assistance, especially those who lack adequate communication or math skills, and those who are working below grade level. It is helpful to specify the areas of deficiency by noting such characteristics as the inability to follow written directions or difficulty in verbal or written expression.

After identifying a potential tutee, a teacher may need to complete a tutee referral form to enroll the student in the tutoring system. (Sample forms are provided in appendix A.) Teachers should be given handouts containing lists of established program criteria and available tests to be used in the selection of tutees. Sample referral forms should also be provided.

Although most special needs students have been identified prior to beginning upper-level vocational courses, some may be having difficulty in succeeding in the vocational program because of an unrecognized disability, disadvantage, or dysfunction. Guidelines should be provided to enable teachers to identify characteristics indicative of special needs students (see appendix B). Guidelines should identify a student who is hearing impaired, visually impaired, or learning disabled, or who needs language-related assistance. If basic skills specialists, special education teachers,

and/or vocational or special education coordinators are available, it is prudent to involve them in the inservice training sessions. They are typically involved in preparing the individual education plan (IEP) developed for each handicapped student according to Public Law 94-142. These special staff members can help provide guidelines and relevant special materials.

Another task that can be assigned to the classroom teacher is recommending students as peer tutors. A teacher referral process is discussed under tutor recruitment and selection. Inservice training should outline the recommendation procedure(s) for teachers and also provide sample forms and other handouts applicable to the tutor recommendation process.

The classroom teacher who monitors and assesses the in-class tutoring sessions should receive inservice training that provides appropriate guidelines. If tutoring is concurrent with classroom activities, teachers should randomly monitor the tutoring pair during breaks or while other students are involved in independent study. If tutoring takes place in the shop or lab area, teachers should, according to policy, observe or be in the area when machinery or equipment is being used.

Guidelines should indicate specific areas to assess while monitoring tutoring sessions. These include tutee-tutor compatibility; tutor preparation; correct use of audiovisual equipment; adequate presentation of materials; and tutee preparation, comprehension, and receptiveness. If checklists are to be used for monitoring, the teacher should be given sample forms and instructions for completing them.

The Teacher's Role within the Tutoring Center Program Model

When the program does not involve tutoring within the classroom, participating teachers have fewer responsibilities. Program responsibilities include referring tutees to the center, providing accurate program information to students, preparing materials for tutees to take to the center, and serving as a resource person for tutors.

Training should provide specific guidelines for referring students to the tutoring center. Instruction should cover completing referral forms, contacting the coordinator and parents, and writing memos to tutees. Written copies of all rules should be given to participating teachers. Guidelines to assist teachers in objectively identifying potential tutees are discussed later in this section.

Teachers referring students to the tutoring center must have accurate information. Teachers should be provided with handouts containing all pertinent information, including hours of center operation; contact person within the center; type of tutoring available (individual or group); and what information, if any, students should take to the center, such as Social Security card, grade report, and tutor recommendation.

Teachers need to be prepared to meet with tutors and assist them in locating materials. Classroom teachers are also responsible for preparing materials to be used by tutors. Training should provide teachers with such information as how to determine the reading level of textbooks, adapt materials for students of varying reading levels, assess learning styles, incorporate the use of audiovisual materials to enhance tutoring sessions, and use computers, if available, to assist in learning. Inservice training should provide a list of materials that the program expects the teacher to make available to the tutor.

- Forms necessary for listing assignments (pages in text or workbook to be covered)
- Procedures for providing or requesting necessary audiovisual equipment
- Materials needed at tutoring center, such as course outlines, syllabi, handouts, audiovisuals, sample tests, textbooks, or workbooks

If tutors who are not vocational students are to assist vocational students, the teacher may need to prepare them to tutor in content areas related to specific occupational skills. For example, if a math tutor is assisting a student in a vocational drafting course to improve that student's math skills, the tutor may need a demonstration on the use of the vernier caliper and how the tutee should use it to solve measurement-related math problems. The vocational teacher would be responsible

for preparing the tutor to use the vernier caliper properly.

Guidelines for the following may be included in inservice training:

- Determining tutee/tutor selection criteria
- Utilizing resource people
- Communicating with parents
- Revising classroom materials
- Working with special needs populations
- Evaluating tutees and tutors

Inservice sessions held after the program has begun can also be used as brainstorming sessions, thus allowing faculty time to communicate classroom tutoring experiences and offer solutions to problems they have encountered.

A well-planned, systematic inservice program should prepare participating teachers and staff to carry out their program responsibilities in a professional manner. It should maintain their interest and make them strong advocates for the peer tutoring program.

Recruit and Select Tutors

Tutor recruitment and selection procedures are perhaps the most important elements of a tutoring program. An adequate supply of qualified tutors is essential to the start-up and long-term success of a program. Recruitment efforts should begin early to allow potential tutors time to learn about the program, consider the benefits of participating, and obtain answers to questions about their involvement. Also, adequate time should be allowed for staff to review the applicants carefully and make selections based on specific criteria and needs.

The tasks involved in developing and implementing the recruitment and selection components are discussed in the following sections.

Determine Number of Tutors Needed

The number of student tutors required depends on the needs of the population targeted for tutoring. If tutees needing individualized assistance have been targeted, the number of tutors required will be greater than for tutees whose needs can be served through group tutoring. If the number of tutors is restricted because of budget limitations, the number of tutees should be restricted accordingly.

Develop a Recruitment Campaign and Materials

Tutor recruitment strategies require more coordinator planning for a tutoring center than for a classroom tutoring model. A school with a tutoring center should advertise schoolwide with notices, posters, school newspaper ads, and personal recruitment appeals to groups at assemblies. The in-class program model can typically rely more on teachers to identify and select tutors with whom they can work effectively. Teachers often prefer to work with students whom they have taught, because they have knowledge of the students' skills and mastery of course content.

During the recruitment process, potential tutors should be made aware of tutoring benefits. Typically, benefits to stress include the following:

- A sense of accomplishment in assisting others to attain educational goals
- Increased understanding of the content and increased competence in a subject area
- The experience needed to determine whether they have the interest and interpersonal skills required for a career in public and/or human services
- Development of an employable job skill

Also, depending on the resources and flexibility of the institution, potential tutors may be offered incentives, such as:

- **Payment for tutoring.** Students may be paid by the institution or through a work-study program.
- **Course credit.** Credit may be granted for successful participation in a course devoted to tutor training.

Develop Selection Criteria and Procedures

In large-scale programs, the coordinator(s) often assumes full responsibility for the selection of tutors. The selection procedure used depends on how tutoring will be delivered and the time and commitment that teachers are able to provide.

Typically, two different bases for the selection of tutors are used: (1) identifying academically superior students and (2) selecting students who are less than superior academically but who possess special vocational skills and/or will likely benefit from being in the program. Major criteria used to select peer tutors include desire to tutor, ability to relate to the tutee, demonstrated competence in the subject to be tutored, and an awareness and understanding of the tutee's problems.

Selection criteria also reflect considerations of good attendance, mastery of a specific skill, grades (A or B), cumulative grade point average, level of maturity, and the ability to follow task directions and adhere to safety rules. The last is especially important when selecting a tutor to assist tutees in the operation of equipment or machinery. Participants (both teachers and students) should be fully aware of the selection criteria.

Develop Forms

Forms used for tutor nomination and selection include an application and a teacher recommendation form. The application should be designed to gather information about potential tutors and their academic background. The form includes name, Social Security number or student I.D. number, courses completed and grades, academic major, and available free time. Some forms include space for a student writing sample. Teacher recommendation forms typically request that the teacher sign a statement indicating that students have sufficient knowledge of the course to be considered as tutors. Additionally, space for teacher comments is included. (See appendix A for sample forms.)

Interview and Select Tutors

The tutor interview, the final step in the selection process, should be scheduled after the submission of all forms and recommendations. Some programs use teachers to interview prospective tutors. In other programs, the coordinator assumes the responsibility. Prospective tutors should be interviewed for the purpose of evaluating key factors:

- Expectations
- Ability to communicate
- Attitudes toward students with a variety of needs
- Appearance and grooming

Affirmative action guidelines require a consistent interview process. The interviewer should be supplied with a standardized list of questions to be used during the interviews.

The final selection of tutors may be done by the coordinator, giving consideration to teacher's recommendations, evaluations, and other relevant input. A thorough recruitment and selection phase should ensure that a program has tutors with the characteristics and abilities necessary to provide effective tutoring services to target populations.

Train Tutors

Preparing a student to tutor does not require an overly long training program. Long, formal training can discourage students from being involved and can stifle one of the most valuable assets of tutors—creativity. Tutor training programs can be adapted to meet the school's unique needs and scheduling. Training varies from a few short periods to semester-long credited courses.

In many tutoring programs, the program coordinator is responsible for training tutors. The coordinator plans and organizes the training sessions, using the expertise of content specialists and classroom teachers when appropriate. Other resource people, such as reading specialists and special education or vocational education specialists, can also be part of the tutor training program. Tutors should not be expected to diagnose special needs problems, but they should be trained to be alert for special needs by following proper guidelines and examples. When group tutoring sessions are planned, training should provide group dynamics information to prepare tutors to work effectively with more than one student at a time. Training should also prepare tutors to deal with problem behaviors and emergencies.

Tutor training programs typically include material as discussed in the following sections.

Define the Role and Limitations of the Tutor

Tutors need to have a clear understanding of their role. Students may already have a basic understanding of what tutors do, but training should specify exactly what a tutor should and should not do in various situations. Examples include the following:

- The tutor should be positive and encourage the tutee.
- The tutor should not complete work for the tutee but should only assist the tutee.
- The tutor should not accept or endure discipline problems but should be instructed to refer such matters to a teacher or coordinator.

Tutors' roles will vary depending on the particular subjects being tutored and the unique needs of the students.

Prepare Tutors to Use Specific Tutoring Methods

A vital part of tutor training is preparing tutors to use a variety of methods and choose those that best fit specific subject areas. The following tutoring techniques can be employed to increase tutees' interest (adapted from *Structuring the Tutorial Session*, Duncan-Hall, nd).

1. **Vary vocal communications patterns.** Tutoring should not be a monologue, but a combination of short explanations and more extended discussion-questioning periods that allow for tutee participation. Specific methods include the following:
   - Lecture/explanation
   - Questions and answers
   - Tape recordings
   - Discussion
   - Games
   - Songs, music/demonstrations
   - Changes in voice pattern or volume
2. **Vary visual communication patterns.** The use of visual aids can improve tutoring. The tutor can determine what aids are helpful for a specific subject through experimentation. Blackboards are the most commonly used visual aid. Other aids that are suited for tutoring include the following:
   - Photographs/pictures
   - Models
   - Calculations
   - Overhead projectors
   - Maps/graphs/diagrams
   - Movies, videotapes
   - Flash cards
   - Sign language (interpreters for deaf)
3. **Vary the content of tutoring sessions.** Tutoring sessions will deal with an assortment of

related problems, questions, and concepts. To maintain the tutee's interest and prevent sessions from dragging, the tutor must be perceptive and switch approaches to vary the focus (e.g., instead of dwelling on the causes of the French Revolution, occasionally switch to related content areas, such as the personalities involved in the revolution). Other variations in approach include the following:

- Subject change
- Major topic to subtopic
- Specific to general (inductive)
- General to specific (deductive)
- Synthesizing subject with related learning
- Applying information to new learning

4. **Vary work intensity patterns.** Tutors must be aware of the tutee's ability to maintain concentration. Occasional breaks and/or small talk may make the session more productive. Some techniques are these:

   - Small talk, break
   - Switch to slower, relaxed pace
   - Jokes

Other skills valuable to tutors are probing and reinforcement skills. The tutors should be taught to help tutees arrive at answers rather than to tell them. These skills include the following:

- Probing skills—clarification, reflection, refocusing, prompting, and redirecting—are used to help tutees in their own thinking.
- Reinforcement skills are used to encourage the tutee and to increase incentive. Tutors should be taught to give positive responses.

Incorporate Practice Exercises

Practice exercises may include role playing, brainstorming, and the use of videotapes. Most programs use role playing in tutor training to introduce tutors to the realistic feelings and atmosphere of a tutoring session. This technique can expose tutors to a variety of situations that may arise in a tutoring session and give them practice in alternative strategies for dealing with the situations. The trainer assigns tutor or tutee roles to students and then presents a situation. The role playing is viewed by the instructor and other student tutors. After a timed period of role playing, the trainer and observing students provide feedback. Students should alternate playing both tutor and tutee.

Other areas to consider for tutor training include note-taking skills, rapport building, study skills, test-taking skills, and sensitivity to special needs students (see appendix B for a list of tutoring tips that may be incorporated into a tutor training program). Talking with experienced teachers and content area specialists can provide tips to assist tutors.

Prepare Tutors to Work with Special Needs Students

To serve special needs students well, it is necessary to train tutors to work with special populations. Because the learning styles of special needs students are as diverse as those of other tutees, it is difficult to suggest different tutoring methods to incorporate into a training program. Techniques using individualized approaches tend to be successful with students who need special help.

A study done by Redick (1979) indicates that peer tutoring techniques using a great deal of repetition of content and emphasizing short, sequential learning steps are especially effective with special needs students. Training tutors to use these techniques should enable them to work more effectively with tutees' diverse needs. (Appendix B lists tips for tutors who are being trained to work with special needs students.)

Tutors should be trained to work effectively with any student needing tutoring and to apply the most appropriate methods. Use of only one method or skill will limit their tutoring effectiveness. They can help meet program goals and objectives if they are prepared to meet the diverse needs of tutees.

Develop the Tutee Intake Process

A formal but simple procedure should govern tutee referral to and intake by the tutoring program. The system should generate student interest and prevent students' getting lost in the shuffle. Developing intake procedures involves the tasks that follow.

Identify the Target Population

The information collected during the initial needs assessment is used to target the specific student population(s) to be served. Once the target population has been identified, limits must be set as to how many can apply and be selected for tutoring assistance.

Develop Selection Criteria

In determining the criteria for selecting tutees from the applicants, consideration must be given to the outstanding needs of the targeted population. Needs vary from one setting to another and even from year to year within the same setting. Students lacking fundamentals may be selected over those with less serious deficiencies. Another approach may focus on students with the least amount of school time to recover from poor academic or vocational performance.

An alternative strategy is to select students who may profit most from tutoring—those who are having temporary difficulty in a course. Such a selection strategy will ease the task of beginning tutors and allow time for faculty and tutors to gain experience before taking on more difficult student problems. The philosophy of the school and tutoring program should set the stage for establishing the selection strategy and criteria.

Examples of selection criteria include the following:

- Students who lack adequate basic skills
- Students who earn below a C in a course at the end of a grading period
- Students who earn a low score on a standardized test at entry
- Students who need additional help with a particular skill in order to keep pace with the rest of the class
- Students who have limited English proficiency and need assistance in translating materials, improving conversational skills, and learning technical vocabulary

The selection criteria should reflect the program objectives and the availability of tutors with the interest and content knowledge to serve the target population. The wishes and interests of faculty and parents should also be considered in establishing criteria.

Develop Forms

To screen and select tutees, forms that will elicit necessary information are needed. A tutee referral or sign-up form is used to collect basic information such as name, grade level, Social Security or student I.D. number, area in which student is seeking assistance, instructor's name, and academic focus. Students should also indicate class schedule, free time, lunch hours, study halls, and after-school hours if tutoring can be done then.

An intake form should be developed to gather more detailed information concerning the prospective tutee's academic situation. It should elicit responses indicating tutoring needs or alternative solutions. Examples of the types of questions to include on the intake form follow:

- How many times have you been absent from class?
- What other courses are you currently taking?
- Is the course load manageable?
- What prerequisite courses have you taken?
- What were your final grades?
- Do you work as well as go to school? How many hours?
- Do you use an organized method for studying? Explain.

If a student is not attending class regularly, refer the student to a counselor for assistance before starting tutoring. If the answers to questions about study habits indicate an unorganized approach, helping that student improve study skills may be what is necessary. If a number of students need the same type of assistance, group tutoring may be helpful. After the referral and intake forms have been reviewed, the student should be scheduled for a personal interview.

Screen and Interview Applicants

The tutee interview assesses both tutee expectations and the nature of the student's problem. If a tutee says, "I don't understand chapter 4 in my textbook," short-term tutoring may be appropriate. If, on the other hand, a potential tutee is performing poorly in all classes and is referred by an instructor who suspects the student needs assistance in reading, it is advisable to request a diagnostic assessment before assigning a tutor. Tutees should be screened in an attempt to assess their actual need fully.

A teacher's opinion should not be the only basis for assigning tutoring assistance. Coordination and articulation between special programs are essential. Many schools use reading specialists and learning disability specialists to assist in or conduct assessments that ascertain if a student has a basic learning problem. If the assessment indicates that peer tutoring is not a proper solution at that point, the student may be referred to the special education department or to other agencies.

Schools lacking adequate special education facilities should investigate nearby universities that may be willing to provide diagnostic write-ups. Additional local resources might be these:

- Vocational rehabilitation centers
- Public health agencies
- Hearing and vision screening centers

Match and Assign Students

After the students who best meet program criteria for becoming tutors and tutees have been identified, guidelines must be developed for matching tutee and tutors.

Consider Important Factors in Matching Students

Compatibility is a major factor in matching tutors and tutees. Candler, Blackburn, and Sowell (1981) indicate that the most important consideration is selecting students who can work well together, which involves more than social compatibility. An alternative view is that tutees should gain experience interacting with people who are different from themselves and that an unmatched situation is less likely to foster dependency. Other characteristics to consider include tutor competency in the subject or skill area, the tutee's preference, cultural differences that may impede tutoring, degree of motivation, and different learning styles. Pairing students of the same sex in one-to-one tutoring situations can prevent sexual misconduct problems. Sometimes it is a good idea to use tutors who are older than tutees, as some students resent help from a same-age peer.

Introduce Tutor and Tutee

It is beneficial for a tutor and tutee to become acquainted during an informal meeting. Several tutors may be introduced to one tutee before a final match is made. Observation of the tutor-tutee interaction by the coordinator will help ensure a compatible match. Tutors and tutees should be informed, at this point, about their right to terminate the ensuing match at any time if the relationship is not productive.

Assign Time and Place of Tutoring

After the tutor and tutee have been matched, the time and place of tutoring can be scheduled. Assignment of tutoring sites should be coordinated with the person in charge of room scheduling (often the vice-principal or registrar). Arranging for tutoring sessions to be held at the same prearranged location and selecting sites near the subject-area classroom or tutoring center ensures that staff can assist with questions or problems that may arise during the session and that resource material will be readily available. Tutoring sites should be away from distractions. If tutoring is to be done in a central location (tutoring center, resource center), typical planning considerations may include the following:

- Identifying mutually agreeable free time for tutor and tutee
- Assigning space and time within the tutoring area
- Providing a monitor for the scheduled time
- Communicating schedule to tutor, tutee, and monitor
- Securing parental permission (for tutor and tutee), if required by school policy

If tutoring is to be done within the classroom, one or more of the following actions might be required:

- Communicate the tutoring schedule in writing to tutor, tutee, and teacher.
- Secure parental permission (for tutor and tutee) if required by school policy.
- Arrange a meeting with teacher and tutor if tutor is not enrolled in the class.
- Determine if barriers (curtains, screens, carrels) are needed to separate the tutoring pair from the rest of the class.

When assignments are made, all participants (tutors, tutees, teachers, and monitors) should be provided with the projected schedules for a specific period of time (weeks, months, or semesters). The schedule should include the name and number of a person to contact in case of absence or illness and the dates for submitting reports, logs, and evaluation forms. Thoughtful planning for matching, coupled with good communication, often prevents unnecessary delays caused by having to change tutors and/or reschedule tutoring times.

Perform Regular Tasks

In addition to a coordinator's operational responsibilities, many other tasks must be done on a daily and/or weekly basis. These will vary depending upon the size of the program. The coordinator may use student assistance in areas such as checking tutoring sites for needed repairs (e.g., light bulb replacement) or locking and opening tutoring rooms on schedule. Regardless of the program size, daily managerial tasks will exist and should be delineated in a job description for a program coordinator. Some typical tasks are described next.

Monitor Tutoring Sessions

Some school policies require that a responsible person be present at the tutoring location. If so, tutoring sessions should be monitored by the coordinator or a designee. If tutoring is done in a central location, appointed monitors (teachers, counselors, and other staff) can be assigned by schedule. For classroom tutoring, the teacher is generally responsible for monitoring the sessions.

Supervise Tutors

Tutors need supervision and guidance to know if they are fulfilling their responsibilities to their tutees. Coordinators should assess the tutors' effectiveness, reinforce the importance of the task, and give feedback about the effectiveness of the methods used.

Meet with Teachers

If classroom tutoring is being used, the coordinator should meet with all instructors on

a regular basis (weekly, biweekly, or bimonthly) to determine growth, progress, and problems. Close communication with instructors will secure their support for program continuation.

Review Logs

The coordinator reviews time and performance logs to determine if tutoring objectives and schedules are being met.

Check Time Sheets

If tutors are paid for their program participation, the coordinator is responsible for checking time sheets and signing them before submission. A complete system should be established to comply with all state and federal tax requirements.

Monitor Upkeep of Facilities and Equipment

The coordinator is responsible for seeing that janitorial services are performed in all tutoring areas and that any necessary repairs are ordered. Regular inspections of facilities and equipment are important in controlling losses, breakage, or theft.

Communicate Program Information

Should it be necessary to change the program, the coordinator should communicate the change to everyone involved. A standardized memo or newsletter is helpful in keeping staff up-to-date.

Communicate Program Progress to the School Community

Periodic progress reports should be provided to the school community (administration, staff, and students) by placing articles in school newspapers, sending letters to parents, and giving written reports to administrators and staff. Such reporting not only creates an awareness of what is going on but also generates interest, thus ensuring future participation and support.

Prepare Reports Required by Institution or Funding Source

These requirements are specified in guidelines generated by the institution or funding source. The coordinator should be familiar with deadline dates, program forms, and evaluations so that required information is prepared and reported.

Implement Public Relations Program

The coordinator may be responsible for communicating the success of the program to various publics. This might call for working with all media sources such as newspapers, television, and radio. Addressing groups within the community might also be necessary, as well as writing promotional brochures and flyers.

Evaluate the Program

Program evaluation is an ongoing task, beginning with program inception. All program participants should evaluate the program and provide the feedback necessary to determine program effectiveness and to plan for changes.

Develop Program Policies

The coordinator should investigate existing school policies to ensure that policies developed for the peer tutoring program do not conflict. Program policies should be communicated in writing to all participants.

Provide Access to Tutoring Site

When out-of-classroom tutoring is done, someone has to make sure that students have access to tutoring sites on schedule. The coordinator should arrange to have all rooms open when needed.

Inventory and Maintain Program Equipment

Any project materials and/or equipment (such as audiovisuals) should be inventoried and a system developed for keeping track of them. Periodic checks should be made for needed repairs.

Communicate with Parents

School policy may require parental approval for tutoring or being tutored and additionally for the release of any information from a student's personal record file (e.g., test scores and grades). The coordinator should maintain communication with parents regarding students' progress or any problems.

Evaluate the Program

Evaluate the Program Checklist

- ☐ Select types of evaluation
- ☐ Identify the information needed
- ☐ Locate or develop evaluation instruments
- ☐ Collect and analyze data
- ☐ Report program results
- ☐ Modify the program

More competitive programming, coupled with a decrease in available resources, has increased the need for vocational educators to justify their programs' existence through comprehensive evaluations. Such evaluation is also necessary to ensure continued program improvement and consistent group support. Evaluation should be an integral part of any peer tutoring program, beginning prior to program planning and continuing throughout the program operation.

Select Types of Evaluation

Three types of evaluation are fundamental to the operation of any peer tutoring program. The first, needs assessment, is used when the need for peer tutoring is being identified. Needs assessment establishes targets and justification for a program. The second type, formative evaluation, takes place during the implementation and operations phase. It focuses on making midcourse alterations or changes in the program to attain specific goals and objectives. It is also used to measure student progress toward individual program objectives. Formative evaluation is concerned with assessing all program components and student progress and satisfaction, tutor effectiveness and satisfaction, teacher satisfaction, and operational concerns.

The third type, summative or final evaluation, takes place at the end of the program or at the end of a time period (the end of a fiscal or

project year). It measures the effectiveness of the program in terms of overall student gains and achievement of goals and objectives.

The three types of evaluation are equally important in discerning program strengths and weaknesses. Planning for evaluation involves the tasks that are discussed next.

Identify the Information Needed

It is important to determine the types of information that program constituents are interested in knowing. Examples of constituency groups are administrators, advisory boards, parents, faculty, funding agencies, and state and/or local boards of education. Early identification of evaluation objectives and information needs avoids collecting useless data. The following information is relevant to program evaluation:

- Number of students served
- Cost per student
- Actual increase in students' grade point averages (GPA)
- Changes in activities, attendance, and course completion rates
- Number of teachers participating
- Increase in rate of teacher participation
- Number of requests for program information
- Number of training sessions
- Volume of information disseminated
- Number of tutors trained
- Number of tutees who complete program
- Dropouts and causes

Locate or Develop Evaluation Instruments

Evaluation instruments include questionnaires, surveys, attitudinal scales, and cognitive and performance tests. The choice of the types of instruments will vary with individual program needs and evaluation objectives. For example, Mountain View High School's program director, along with the school district's department of research and evaluation, developed three instruments to evaluate program effectiveness. Participants' reactions to the program are often measured by evaluation forms for tutees, tutors, teachers, and the overall program.

Standardized tests to measure achievement may not be sensitive to the amount and kind of learning that has taken place in tutoring sessions. Special tests based on program-related material may have to be designed. Instructors who prepare tutoring materials should be involved in test construction and should be trained to do so through inservice.

Collect and Analyze Data

The coordinator should determine the kinds of data relevant to program evaluation. Data should present evidence of both the quantity and quality of program outcomes. Data necessary for program revisions or adjustments (formative evaluation) may include the number of students enrolled and served and the average increase in student grades and tutee satisfaction. Formative evaluation data should be collected intermittently throughout the program operation phase to improve procedures and practices.

Summative data, such as overall improvement in student grades, reduction in failures, increased attendance, or increased satisfaction across the program, should indicate if program objectives have been met. Other informal assessment measures include interviews, compilation of data from logs and reports, and observation reports. This type of information is often as important to the assessment process as that collected by more structured methods.

Chicago's peer tutoring program, for example, uses extensive evaluation forms and procedures to identify problems as they arise. The evaluation procedures include application forms, weekly visits with tutors, biweekly coordinator/instructor meetings, monthly activity sheets, complaint forms, termination forms, tutee contract, work logs and payroll forms, instructor evaluation forms, program

evaluation and self-assessment forms (tutor, tutee).

If students are to be measured on the degree of progress toward meeting cognitive or affective objectives, preassessment is necessary to obtain baseline data for comparison with data collected after the completion of tutoring. The analysis of data may range from summarizing subjective impressions to conducting statistical analyses. The procedures chosen will depend upon the nature of the data and the needs of the constituent groups. Data analysis can be performed by hand or by computer.

Report Program Results

Plans should be made for reporting evaluation results. Reporting methods include oral presentations and written reports, depending upon the relevancy of specific materials to constituent groups. Results may also be reported to different audiences through such media as newspaper articles, student presentations, and teacher-staff publications in journals. For example, Mountain View's peer tutoring program has been evaluated by the North Central Evaluation Team as part of its Emerging and Unique Program effort. The program has also attracted national media attention. Both NBC and CBS have filmed and aired videotapes of the program.

Modify the Program

The evaluation results should be used by the coordinator, in concert with appropriate groups, as an information base for making decisions about the program. The information base is a permanent foundation on which revisions can be made. Continuation or expansion of the program will depend upon how effectively objectives have been met and how well the outcomes can be documented. The identification of program strengths and weaknesses enables people to make decisions on whether the various program components should be continued, revised, or dropped.

APPENDIX A

SAMPLE FORMS

TUTOR INFORMATION SHEET

Name: _____

School: _____

Grade: _____ Age: _____

Grade Point Average: _____

Subjects you wish to tutor: _____

_____

Times you can tutor (list study halls and before or after school times): _____

_____

1. Have you ever tutored before? Yes ____ No ____
   If yes, when did you tutor, and what subjects?

   _____

   _____

2. Have you ever had training to be a tutor? Yes ____ No ____
   If yes, describe your training.

   _____

   _____

3. Why are you interested in being a tutor?

   _____

   _____

4. Rate yourself in the following areas. (A rating of 1 is the greatest amount, 6 is the least amount)

A. Understanding of the role of a tutor.

1 2 3 4 5 6

B. Knowledge of techniques to use in the first tutoring session.

1 2 3 4 5 6

C. Understanding of the model of effective communications.

1 2 3 4 5 6

D. Knowledge of learning styles.

1 2 3 4 5 6

E. Knowledge of teaching styles.

1 2 3 4 5 6

F. Knowledge of study skills.

1 2 3 4 5 6

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DEVELOPMENTAL LEARNING CENTER

TUTOR APPOINTMENT SHEET

Records only

Tutor	Tutee	Subject	Date & Time
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

Tutor	Tutee	Subject	Date & Time
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			

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LEARNING CENTER

TUTEE REPORT FORM

Tutor's Name _____ Date _____

Name of Student _____

Please be specific:

A. What have you been working on with your tutor? _____

_____

B. How do you think it's going? _____

_____

Also, if you wish, use this form to report comments, suggestions, or problems.

_____

_____

LEARNING CENTER

TUTEE REPORT FORM

Tutor's Name _____ Date _____

Name of Student _____

Please be specific:

A. What have you been working on with your tutor? _____

_____

B. How do you think it's going? _____

_____

Also, if you wish, use this form to report comments, suggestions, or problems.

_____

_____

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LEARNING CENTER

TUTOR REPORT FORM

Tutor's Name _____ Week of: _____

Student's Name _____

Course being tutored _____ Number of sessions this week ____

Please be specific:

A. What have you been working on with your student? _____

_____

_____

B. How do you think it's going? _____

_____

_____

Have you contacted the instructor of this student? Yes ____ No ____

Comments: _____

_____

Have you contacted the tutor/counselor about this student? Yes ____ No ____

Comments: _____

_____

Do you have any further comments, suggestions, and/or problems?

_____

_____

_____

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TUTEE EVALUATION OF TUTORING ASSISTANCE

STUDENT'S NAME _____

TUTOR'S NAME _____

COURSE(S) _____

Will you please consider all of the tutorial meetings you have had during this quarter and answer the questions below. This questionnaire will be used by us in evaluating our Tutorial Project. As you probably realize, the success of a program such as this depends on the ability and the attitude of the tutors.

Please evaluate the help you have received from your tutor by answering the following:

1. Tutor was on time for sessions. yes ____ no ____
2. Tutor made all scheduled meetings. yes ____ no ____
3. Rate your Tutor's receptiveness to your special problems with subject matter:

   very receptive ____ moderately receptive ____ seldom receptive ____
4. Rate your Tutor's knowledge of the subject matter in which he/she assisted you:

   excellent ____ good ____ average ____ poor ____

   excellent or good, but could not get it across to me ____
5. What do you consider your Tutor's major weakness, if any?

   1. ____ lacks knowledge of course material
   2. ____ doesn't communicate well
   3. ____ doesn't understand my problems well enough
   4. ____ is not always punctual
   5. ____ talks too much
   6. ____ does not seem interested
6. Do you feel your Tutor could have been more helpful if he/she were more familiar with your teacher and the class material? Yes ____ No ____
7. Did he/she seem interested in the class work? Yes ____ No ____

8. Was he/she able to clarify points you failed to understand in class or in your reading?

   frequently _____ sometimes _____ rarely _____

9. Do you believe that your Tutor's assistance helped you receive a better grade in the course than you would have received without help?

   yes _____ no _____ not sure _____

   Circle grade received: A B C D F

10. What do you feel is primarily responsible for your academic difficulty?

    1. _____ lack of motivation

    2. _____ lack of good school background

    3. _____ generally weak study skills

    4. _____ problem restricted only to this subject; I believe I can handle other academic subjects well

    5. _____ insufficient study time on my own

    6. _____ lack of self-discipline

11. Do you feel that the Tutoring Project as a whole is of benefit?

    yes _____ no _____

12. Have you been assisted by the Tutor Project staff and your guidance counselor in a friendly and helpful manner?

    yes _____ no _____ If not, please explain _____

    _____

    _____

13. How did you find out about the Tutoring Program?

    1. _____ teacher referral

    2. _____ talking to other students

    3. _____ saw advertisement on bulletin board

    4. _____ other (PLEASE EXPLAIN) _____

14. Do you have any suggestions or recommendations or complaints that may help to improve our Tutoring Program?

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PEER TUTOR RECOMMENDATION FORM

To: Vocational Advisor _____ School _____

I HEREBY RECOMMEND THE FOLLOWING STUDENT TO SERVE AS A PEER TUTOR IN

_____ . She/He has demonstrated competency in this area and has the
(Vocational Subject Area)
ability to assist another student in learning this subject and/or developing this skill.

Name of Student _____

Grade Level: ____ Junior Division no. _____

____ Senior Grade Average ___ A ___ B ___ C

Distribution

Original: Central Office - S.S.C SUBMITTED BY _____

Copy: Student File ROOM _____ DATE _____

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PEER TUTOR INFORMATION

Personal information:

1. Name _____ School _____

   Home Address _____ Apt. # _____

   Chicago, Illinois 606___ Phone No. _____

   Soc. Sec # _____ - _____ - _____

Schedule:

	Subject	Teacher
1st period	_____	_____
2nd period	_____	_____
3rd period	_____	_____
4th period	_____	_____
5th period	_____	_____
6th period	_____	_____
7th period	_____	_____
8th period	_____	_____
9th period	_____	_____
10th period	_____	_____

Division No. ____

( ) Junior

( ) Senior

Grade Average ____

Vocational background:

List courses you are presently taking in Vocational Education Program or have taken.

	Subject	Tchr.	Grade Ave.
Freshman year:			
Sophomore year:			
Junior year:			
Senior year:			

Other outside jobs or related experience that would indicate that you could do well as a Peer Tutor.

_____

_____

_____

I agree to work (that is, provide help to students who are having difficulty learning vocational education classes/shops).

I understand that I must be available to work for 300 minutes per week, before or after school/ during my free or study periods.

_____
Signature

Interviewed on _____ Approved _____

Referred by _____

Distribution:

Original: C.O. - S.S.C.
Copy: Student File

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APPENDIX B

TIPS FOR TUTORS

Teaching the Learning Disabled Student

General Clues to Help Identify the Student Who Is Learning Disabled

1. Difficulty in following instructions and directions
2. Seems to have a vision or hearing problem
3. Short attention span
4. Easily aggravated or frustrated
5. Seems to daydream often
6. Seems to work better while vocalizing
7. Visual-motor difficulties
8. Misarticulation
9. Reversals in writing letters
10. Mixed laterally (difficulty with right and left)
11. Poor concentration
12. Speech disorders
13. Difficulty in attacking basic words (sounding and blending)
14. Difficulty copying from the blackboard
15. Handwriting not adequate for age
16. Difficulty in understanding what is said
17. Difficulty with reading and mathematics

Suggestions for Teaching the Learning Disabled

1. Concentrate on study skills such as note taking and use of reference words.
2. Preview vocabulary and concepts before covering new materials.
3. Tie details and examples of a lesson to those previously learned or those presented in the preview.
4. Include concrete examples to illustrate abstract ideas.
5. Get a peer to work closely with the student as aide or tutor.
6. Work closely with the student's resource teacher.

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Teaching the Hearing-Impaired* Student

General Clues to Help Identify the Hearing-Impaired Student

1. May ask you to repeat yourself often.
2. Seems confused or shows lack of self-confidence when oral directions are given or new material is discussed.
3. Complains about earaches.
4. May have a slight speech problem.
5. May not respond when spoken to.

Suggestions to Help the Hearing-Impaired

1. Seat the student so that he can see your face as well as the faces of classmates.
2. Have another student provide the hearing-impaired with a carbon copy of the notes.
3. Rephrase and/or restate the question if the hearing-impaired student does not appear to understand.
4. Try to use verbal and visual connectives and transitions.
5. Remember that two students with almost identical hearing problems may function very differently and cannot be effectively lumped into one generalized category.
6. Set up sessions for the student with the speech/language therapist.
7. Secure peer tutoring or additional help from the child's resource teacher or parents.

*Hearing-impaired includes both hard-of-hearing and deaf.

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Teaching the Visually Impaired Student

General Clues to Help Identify Potential Vision Problems

1. Face close to book
2. Rubs eyes excessively
3. Blinks excessively
4. Red, tearing eyes
5. One eye "wanders off to side"
6. Makes errors in copying from chalkboard or reference book onto paper
7. Writes up- or downhill on paper
8. Comprehension decreases as reading continues
9. Rereads or skips line unknowingly
10. Loses place often when reading
11. Squints, closes, or covers one eye
12. Too frequently omits small words

Suggestions for Teaching the Visually Impaired

1. Permit the student to sit as close to the board as possible.
2. Check for ample artificial lighting.
3. Allow students to move around in order to see things necessary to help with their work.
4. Have light come over the student's shoulder to reduce glare.
5. Supply magnifying aids to help students see fine details.
6. Use large print materials when necessary.
7. Provide tape recorder or similar aids.
8. Reinforce visual tasks with auditory experience.
9. Suggest soft black pencils, dark-lined paper, dark pens, or felt tip markers for writing.
10. Ask a sighted student to take notes for the visually handicapped and to act as a "buddy" or aide.
11. Work closely with the student's resource or itinerant teacher.

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Suggestions for Working with Limited English-Proficient Students

Adapting Instruction

Limit the amount of time spent on lecturing. However, when presenting/lecturing:

STRATEGIES:

1. Simplify your English, using simple sentence structure and simple vocabulary.
2. Keep terminology constant.
3. Speak clearly and a little more slowly.
4. When questioning a student, begin with yes/no questions; then proceed to "wh" questions (what, when, why, who, where).
5. Use actions or body language to reinforce oral statements (check acceptable nonverbal behavior).
6. Present information in small, discrete, and sequential steps. Simplify directions.
7. Check students' comprehension on a regular and frequent basis (e.g., ask questions, have them repeat or paraphrase directions, or have them demonstrate their understanding).

To increase comprehension, use multisensory teaching techniques:

STRATEGIES:

1. Increase "doing" or hands-on activities for students that do not involve reading or writing.
2. Use as many different kinds of media as are available to get a concept across (e.g., slides, films, overheads, visuals).
3. Increase use of demonstrations.
4. Include both verbal and nonverbal activities in each lesson.
5. Provide oral and written (printed) instructions for each day's assignment.
6. Encourage group projects so that peer modeling and instruction can be utilized.

Provide bilingual assistance to students.

STRATEGIES:

1. Pair a bilingual student with a limited English speaker of the same language background.
2. Arrange for a bilingual tutor (community volunteer, paraprofessional, student, etc.) to give assistance after class.
3. Identify and obtain bilingual/native language materials for students.

Help students develop their English language skills:

STRATEGIES:

1. Build an oral and written inventory of key vocabulary and language structures to be taught/used in a lesson. Introduce these things:
   a. Cassette tapes
   b. Language master
   c. Flash cards
   d. Dictionary/pictionary
   e. Manipulatives (essential tools, materials)
2. Label important classroom materials, areas, safety regulations—preferably with bilingual signs.
3. Clarify proper use of English on individual basis to avoid embarrassment.
4. Work with language instructor to develop coordinated curriculum.

Help students understand cultural differences/similarities in education and the world of work.

STRATEGIES:

1. Orient students to your procedures, classroom, and instructional expectations.
2. Acquaint students with school resources (i.e, library, resource labs, counseling office, etc.)

3. Explain expectations of American worker and related worker benefits and rights through discussions, guest speakers, field trips, etc.
4. Provide bilingual role models.
5. Use community projects that utilize students' occupational or language skills.
6. Provide opportunities for students to do projects which are culturally meaningful to them. Also, student sharing of these projects helps cross-cultural understanding.

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Some Ideas for Tutoring the LEP Student

Ask students questions about their homeland. Ask them how to say "hello" in their language. You will be surprised how this little gesture can help open doors. Greet Laotians with "Sa bye dee" and Cambodians with "Suor sdey".

Be honest with yourself as well as with the students you help. There may be times when the student you are working with does not like you. There will also be times when you don't like the student. Don't worry; this happens to everyone. Do not force yourself on him/her if someone else could help in a better way.

You must learn to be sensitive to the feelings of your students.

Always look for signs (verbal and nonverbal) on how things are going.

Does your student understand? Maybe you are talking too fast. Speak clearly and a little more slowly.

Keep terminology constant.

When asking questions, begin with simple "yes/no" questions, and then proceed to "wh" questions (what, when, why, who, where).

Use actions or body language to reinforce oral statements. (Check acceptable nonverbal behavior.)

Present information in small, simple, and orderly steps.

Simplify directions. Maybe you need to rephrase or re-explain an example.

Help the student build and review an oral and written inventory of key vocabulary used in his/her vocational classes.

Ask questions and review concepts to make sure your student understands.

Help the student use the various types of available media to get a concept across (i.e., slides, film, overhead, visuals).

Assist student with hands-on activities, such as using a drill, operating a sewing machine, etc., that do not involve reading and writing.

Correct improper use of English on an individual basis so as to avoid embarrassment of tutee.

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Points Tutors Must Remember

Some of your students will need many practice exercises.

Repetition drills are valuable in helping a person memorize necessary facts, i.e., spelling, multiplication tables, etc.

Go back to the previous lesson. The student may have forgotten something. By reviewing, he/she may understand the new problem.

Sometimes it is better not to stay with one student the whole period. Let the student work on his/her own for a while. Later, check to see if he/she is doing well.

Make sure the student fully understands the concepts you've been explaining before going on to another concept.

Never embarrass the student by asking him/her to do things he/she might not be able to do.

Explain the lesson content clearly and simply. If it's too hard, break it down. Explain it, step by step, and ask the student if he/she understands each step.

When working with limited English-proficient students, you must speak clearly.

Keep your sentences short. Avoid long and difficult words.

Plan goals for tutoring.

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Additional Resources

An extensive list of resources and materials available to help teachers implement peer tutoring programs is included in *Peer Tutoring: A Guide to Program Design* by William L. Ashley, Gale L. Zahniser, Janice Jones, and Lawrence Inks published by The National Center for Research in Vocational Education, The Ohio State University, 1986.

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